PRE-LISTENING

There are some vocabularies that will appear on the recording. Let's guess the meaning of each vocabulary by dragging its meaning equivalent to the vocabulary.

Sort elements

to do something or try to achieve something over a period of time

the reason why somebody does something or behaves in a particular way

the act or state of keeping together

a particular attitude towards something; a way of thinking about something

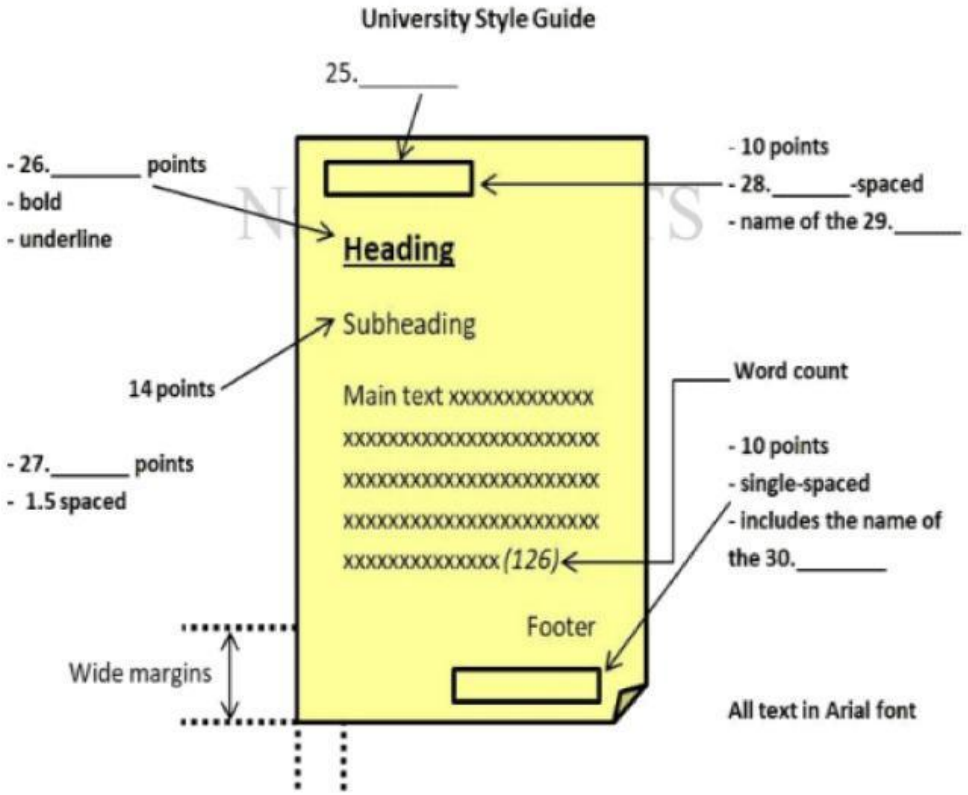
to have a plan, result or purpose in your mind when you do something

motivation (noun):	
perspective (noun):	
pursue (verb):	
cohesion (noun):	
intend (verb):	

LIVEWORKSHEETS

DURING LISTENING

Complete the labels. Write ONE WORD OR A NUMBER for each answer.



Decide on **(21)**	you like
Focus on **(22)**	area of interest.
Write **(23)**	statement
Create **(24)**	
Ensure this **(25)**	clearly

LIVEWORKSHEETS

VOCABULARY PRACTICE

Let's listen to the recording again and fill in blanks below

Eric: Hi, Ms Harris. Here we are, talking once again.
Ms Harris: Well, I'm always **1** to help out wherever possible. Is anything **2** you?
Eric: Well, your advice last week about writing **3** was very useful, and I'm using these summaries a lot in order to prepare my final master's **4** .
Ms Harris: But you're having problems, right?
Eric: Yes, I have a few **5** to discuss. Obviously I want a good essay, and I want to achieve high **6** . But I'm not sure on the best way to start.
Ms Harris: That's an easy question. Start with a topic, but not one that I **7** suggest, but one that you want to explore. You will always write better when doing so on a topic you are **8** in, not one imposed upon you by others.
Eric: Well, I'm interested in **9** theory.
Ms Harris: Then **10** that. However, that alone is far too broad. Break it into **11** current areas of discussion and **12** , then look more carefully at one of them — say, management and **13** differences, or management and **14** , or other aspects, such as the role of salary, group **15** , or leadership.
Eric: I would say I'm interested in group cohesion—that is, how people **16** in the workplace.
Ms Harris: Well, that's a start, but you can't then just write **17** , without defining exactly what you intend to do within the area you've **18** . You'll have to think of a thesis, and this statement could be of several types.
Eric: Such as what?
Ms Harris: Oh, you could argue a point, something that you believe in; or discuss an issue, looking at its various **19** ; or critique the opinions of others, pointing out the **20** and flaws. The thesis statement will make that very clear because it will say, in simple terms, what you **21** to achieve in your essay.
Eric: I see. And then I can just begin writing, right?
Ms Harris: Wrong! [Uh?] If your essay is going to be clear, it needs to be logical and **22** , and this means you'll need an outline. This could be written as a flowchart, or spider graph — that is, a series of connected lines, but whatever shape the outline takes, there must be a sense of progress, in, more or less, a straight line, towards a goal.
Eric: And then my essay will be good?
Ms Harris: With such progression, definitely—as long as you do achieve everything that you set out to do, as specified in the beginning, okay?

LIVEWORKSHEETS